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ABSTRACT

The development of a social attitude scale concerning the areas of democratic living, group interdependence, empathy, independent thinking, and social responsibility for use with fourth, fifth and sixth grade students is explored. The five behavioral areas were selected from various research sources concerned with attitudes related to living in a democracy. The instrument, which can be easily self-administered, is comprised of 50 statements about the five attitudes, twenty-five of which are positively stated and 25 of which are negatively stated. Students respond on a five point grading scale. The attitude toward independent thinking had the lowest favorable attitude score. Other than this results are not discussed. Initial indications concerning the scale's reliability are mentioned. The scale is included in the appendices. (Author/TL)

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Development of a Scale of Social Attitudes of Fourth, Fifth, & Sixth Grade Pupils

The development of a social attitude scale concerning the areas of democratic living, group interdependence, empathy, independent thinking and social responsibility for use with fourth, fifth and sixth grade students is explored in this article. The instrument, which can be easily self-administered, is comprised of 50 statements, 25 of which are positively stated and 25 of which are negatively stated. Initial indications are that the scale has a .85 degree of reliability. The copyright date of the author's questionnaire and dissertation is May, 1967.

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Development of a Scale of Social Attitudes of Fourth, Fifth & Sixth Grade Pupils

The attitudes of the children of the next generation will be of great significance in determining the future of this country. Therefore attitudes should be of great concern to this country's educators. If we find that a relationship exists between attitudes held by children, and certain easily identifiable variables, this may give us clues regarding areas of particular need for educational programs designed to modify or reinforce attitudes.

The main purpose of this study was to discover by developing a scale of social attitudes any relationships between certain backgrounds of children, and some of the attitudes perhaps generally considered most vital in a democracy. Attitudes in the study were categorized within the following behavioral areas: democratic living, group interdependence, empathy, independent thinking, and social responsibility.

The five behavioral areas selected for this study were derived from the several sources that advocated the school's use of attitudes considered the most vital in a democracy. Hunnicutt listed seven basic behavioral schemes. These schemes included: (1) People's manner of living is a product of environmental interaction, (2) In search of progress, people have built a constantly changing panorama of culture and civilization, (3) People work, invent, and build to satisfy their changing needs and desires, (4) People strive for order and justice through law and government, (5) Through sharing experiences, people learn to live together, (6) People need enrichment for their daily existence and (7) People increasingly recognize their interdependence with all mankind, and must share responsibility for the general welfare.[1] The Social Studies Curriculum Center of Syracuse University stressed five value attitude areas. These attitude areas include: (1) The Dignity of Man or the need for students to respect the individual rights of others, (2) Empathy, which can't be just taught, but taught and practiced as a behavioral value, so that students

that accept this value will practice it, (3) Loyalty, or the learning of which loyalties are right and which are wrong, and how to test, effectively, certain positive loyalties to one's people and country, (4) Government by the Consent of the Governed, which would overlap with the previous mentioned attitude areas, and (5) Freedom and Equality, which also overlaps with the above attitude areas, and includes knowledge and practice of freedom with responsibility and respect for other's equality.[2] The Bureau of Curriculum Development of the New York State Education Department advocated the following key attitude areas: (1) Interdependence, whereby people become social through group life and shared experiences, (2) Adaptation-Conservation, in which people's lives are conditioned by their natural environment, (3) Cooperation, whereby people work together to satisfy their needs and desires, (4) Democracy, where people try, through mutually accepted laws and organization, to gain justice and security, and (5) Progress, whereby people have struggled through time to achieve a better life.[3] Michaelis has also stressed the use of such attitude areas as interdependence, independent thinking, and other social skills development necessary to train children to live in a democracy.[4] From the above sources of major attitude areas, the attitude areas of group cooperation, democratic living, independent thinking, empathy, and social responsibility have been selected for use in this study. Group cooperation is defined as expressed attitudes involving how well one feels about working with others. Democratic living is defined as attitudes in regard to favorable or unfavorable expressed feelings toward respect for others people's equal rights. Independent thinking is defined as attitudes expressive of one's desire to think on a more independent level. Empathy is defined as expressed attitudes relating to how well one person relates with another person's feelings. Social responsibility is defined as attitudes related to the child's respect for his individual obligations to

obey the rules of the home, school, and community.

A list of 50 positive attitude items were comprised that were relevant to each of the five attitude areas. Eighteen graduate students in education, with previous teaching experience at the elementary school level, were asked to place the 50 positive items under the 5 relevant attitude areas. Attitude statements that showed a very clear majority in their placement were retained. Those that did not have a clear majority were discarded and the 25 positive statements, five in each area, that were most consistently chosen made up the initial questionnaire. These 25 positive statements were also expressed in a negative manner so that the questionnaire contained 5 positive and 5 negative statements under each of the 5 attitude areas. This initial questionnaire was then administered to a sample 4th grade class and a final revision was made.

The questionnaire was then administered to 70 fourth grade pupils, 87 fifth grade pupils, and 88 sixth grade pupils. Each of the three grades represented a wide range of I.Q. and achievement levels, and each grade level was subdivided by the variables of sex, below and above average intelligence, and below and above average achievement. This data was compiled from results of the Lorge-Thorndike Intelligence Test and Stanford Achievement Test. The mean average I.Q. was 103 in the three grade levels, and the mean grade achievement scores were 3.8, 4.9, and 5.8 respectively. The five positively oriented and five negatively oriented statements included in the questionnaire for each area were scattered throughout the questionnaire to avoid mechanical responses or possible halo effects.

The basic data consisted of the student's responses to the fifty items on the questionnaire. A five point grading scale was used in computing the data. Positively oriented statements were scaled from 1/ for strongly agree, 2/ mildly agree, 3/ don't really care, 4/ mildly disagree, to 5/ strongly disagree.

Negatively oriented statements were scaled from 5/ for strongly disagree to 1/ for strongly agree. This was done so each negative statement was the reverse of each positive statement.

A check for internal consistency in the questionnaire's returned data was done by the split-half technique and evaluated by utilizing the Spearman-Brown Formula. The reliability coefficient was $.92^{2}$. Of the five attitude areas found in the questionnaire, the attitude toward independent thinking had the lowest favorable attitude score within and between the three grade levels, with significance beyond the .01 level. This negative finding should motivate teachers and guidance counselors to seek more daily learning activities that encourage children to think in a more independent manner. One possible approach might be to include more open-ended questions and activities in the school curriculum so that children have more opportunity to expand their conceptual knowledge in a more individualistic manner. Additional data pertaining to the results of a study utilizing this questionnaire is available.[5]

List of Major Behavioral Areas and Related Attitude Statements

The number preceding each attitude statement denotes its position on the questionnaire.

Group Cooperation

Attitude statement

1. I would usually prefer to work with others than to work alone.

21. Group work is more interesting than working alone.

31. I like to play in team games rather than to play alone.

41. I like to share my ideas with others in group work.

46. I think it's more important to help my team win than to try to be the star of the team.

16. I usually prefer to work alone rather than with others.

26. I like playing games alone rather than with others.

36. I think it's more important to be the star player than to try to help my team win.

50. I usually don't like to share my ideas with others.

15. I would rather be told what rules to obey, than have to help in making up rules.

Empathy

Attitude statement

2. I feel sorry when someone is treated unfairly.

7. I wish some of my classmates had nicer homes and clothes.

12. I like to help other children having trouble with schoolwork.

17. I am sorry for children who work hard in school and still get low marks.

32. When someone loses a game to me, I usually tell him how well he played.

22. It doesn't bother me when someone else is treated unfairly.

27. When someone loses a game to me, I like to tell him how I played better.

37. I don't like children who don't have as nice homes or clothes as I do.

42. I'm glad when other children get lower marks in school than I.

47. I only like to help children who are my close friends.

Independent Thinking

Attitude statement

3. I like to try to solve new problems by myself.

11. I want some friends who think differently from me.

18. I like it when the teacher lets us search in books for hard answers.

23. I like to take toys apart to see how they work.

28. I like to try to solve hard puzzles.

6. The friends I like best are the ones who think the way I do.

8. I become very nervous when I can't find quick answers to problems.

13. I like a teacher always to tell me just how to do things.

33. I don't enjoy working at hard puzzles.

38. I don't like to make up poems or draw pictures.

Social Responsibility

Attitude statement

4. I usually report students who have broken school rules.

9. I try to tell my friends to obey school laws.

10. I think a citizen should obey all laws.

14. I obey laws that I like.

34. I usually try to obey rules.

19. I only obey laws that I like.

24. I often like to do things behind the teacher's back.

29. It's usually all right to cheat if you don't get caught.

39. I don't care if other children break school rules.

49. I only obey my parents when I like what they ask me to do.

Democratic Living

Attitude statement

5. I think other people should have the same rights as I do.

20. I like it when my teacher lets us help make class rules.

35. My teacher and parents should try to teach me to be fair with other people.

40. A good leader must want to be fair with everyone.

44. I think that many children should have beliefs different from mine.

25. I like it when I have more freedom than my classmates.

30. I think a good leader is one who does the things I like.

45. I like it when my teacher treats me better than my classmates.

43. The only children I try to be fair with are my friends.

48. Other children's rights are not as important as mine.

INSTRUCTIONS: After you read each statement carefully, check one of the boxes at the right that tells how you feel about each statement.

APPENDIX II

NOTE: Blank spaces left in questionnaire implies that the scoring, from left to right boxes, is 1, 2, 3, 4, and 5.

		Strongly disagree	Mildly disagree	Don't really care	Mildly agree	Strongly agree
1.	I would usually prefer to work with others than to work alone.					
2.	I feel sorry when someone is treated unfairly.					
3.	I like to try to solve new problems by myself.					
4.	I usually report students who have broken school rules.					
5.	I think other people should have the same rights as I do.					
6.	The friends I like best are the ones who think the way I do.	5	4	3	2	1
7.	I wish some of my classmates had nicer homes and clothes.					
8.	I become very nervous when I can't find quick answers to problems.	5	4	3	2	1
9.	I try to tell my friends to obey school laws.					
10.	I think a citizen should obey all laws.					
11.	I want some friends who think differently from me.					
12.	I like to help other children having trouble with school work.					
13.	I like a teacher always to tell me just how to do things.	5	4	3	2	1
14.	I obey signs that tell me to stay off someone's property.					
15.	I would rather be told what rules to obey, than have to help in making up rules.	5	4	3	2	1

		Strongly agree	Mildly agree	Don't really care	Mildly disagree	Strongly disagree
16.	I usually prefer to work alone rather than with others.	1	2	3	4	5
17.	I am sorry for children who work hard in school and still get low marks.					
18.	I like it when the teacher lets us search in books for hard answers.					
19.	I only obey laws that I like.	1	2	3	4	5
20.	I like it when my teacher lets us help to make class rules.					
21.	Group work is more interesting than working alone.					
22.	It doesn't bother me when someone else is treated unfairly.	1	2	3	4	5
23.	I like to take toys apart to see how they work.					
24.	I often like to do things behind the teacher's back.	1	2	3	4	5
25.	I like it when I have more freedom than my classmates.	1	2	3	4	5
26.	I like playing games alone rather than with others.	1	2	3	4	5
27.	When someone loses a game to me, I like to tell him how I played better.	1	2	3	4	5
28.	I like to try to solve hard puzzles.					
29.	It's usually all right to cheat if you don't get caught.	1	2	3	4	5
30.	I think a good leader is one who does the things I like.	1	2	3	4	5
31.	I like to play in team games rather than to play alone.					

		Strongly disagree	Mildly disagree	Don't really care	Mildly agree	Strongly agree
32.	When someone loses a game to me, I usually tell him how well he played.					
33.	I don't enjoy working at hard puzzles.	5	4	3	2	1
34.	I usually try to obey rules.					
35.	My teacher and parents should try to teach me to be fair with other people.					
36.	I think it's more important to be the star player than to try to help my team win.	5	4	3	2	1
37.	I don't like children who don't have as nice homes or clothes as I do.	5	4	3	2	1
38.	I don't like to make up peoms or draw pictures.	5	4	3	2	1
39.	I don't care if other children break school rules.	5	4	3	2	1
40.	A good leader must want to be fair with everyone.					
41.	I like to share my ideas with others in group work.					
42.	I'm glad when other children get lower marks in school than I.	5	4	3	2	1
43.	The only children I try to be fair with are my friends.	5	4	3	2	1
44.	I think that many children should have beliefs different from mine.					
45.	I like it when my teacher treats me better than my classmates.	5	4	3	2	1

	Strongly disagree	Mildly disagree	Don't really care	Mildly agree	Strongly agree
46. I think it's more important to help my team win than to try to be the star of the team.					
47. I only like to help children who are my close friends.	5	4	3	2	1
48. Other children's rights are not as important as mine.	5	4	3	2	1
49. I only obey my parents when I like what they ask me to do.	5	4	3	2	1
50. I usually don't like to share my ideas with others.	5	4	3	2	1

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